

---

# Standardized Testing and Reporting (STAR) Program

---



## STAR Student Report

Explaining 2006 Test Results  
to Parents and Guardians

---

Assistance for School  
Districts and Schools

August 2006

California Department  
of Education

# Purpose

Welcome. Educating students is a team effort. Parents and guardians, students, and schools benefit when there is a shared responsibility for learning. To fully participate as part of this team, parents and guardians need to know and understand the role the Standardized Testing and Reporting (STAR) Program plays in ensuring that all students achieve California's content standards.

The *STAR Student Report: Explaining 2006 Test Results to Parents and Guardians* is designed to help local staffs answer questions parents and guardians may have about the 2006 STAR Program and their students' results. Assistance provided includes question-and-answer documents about tests in the STAR Program, school newsletter inserts, sample principal letters, and samples of student reports of results for parents and guardians. Spanish versions for most of the materials provided in English will be posted when they are completed on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

These materials are designed to be used in conjunction with the *Explaining 2006 Tests to Parents and Guardians: Assistance for School Districts and Schools*, posted in February 2006 on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

The assistance materials posted in February provide updated information about "What's New in 2006," questions and answers about the 2006 STAR Program, six articles for school newsletters, graphic "at-a-glance" displays of the STAR Program, sample pre-test letters for school district or site administrators, parent/guardian brochures, instructions for accessing Web site resources, and a glossary of acronyms. This August 2006 assistance packet complements the information provided in February with questions and answers about the tests in the STAR Program and additional articles for school newsletters, sample letters, and sample STAR student reports.

Information in this new set of materials (August 2006) is divided into the following parts:

- **Part One** features information and material to assist school district and site administrators, teachers, and other staff members responsible for explaining STAR Program results to parents and guardians.
- **Part Two** includes a parent/guardian guide for accessing the CDE STAR Program Web site and sample STAR student reports with guides for parents and guardians.

Suggested uses for the enclosed assistance materials are outlined on pages 5 to 7.

All documents in the February and August 2006 STAR Program assistance packets also have been combined into a Web site resource for parents and guardians found at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>. This reformatted resource provides greater flexibility for accessing and using STAR Program communication materials.

# Suggested Uses for Assistance Materials

**T**his section provides suggestions for using, combining, or adapting the assistance materials provided in Part One and Part Two. The following formats are provided in order to facilitate access to many of the materials:

- Text versions that can be modified for local use
- Brackets and bold font that indicate spaces where local information is to be included prior to distribution
- Spanish versions of most materials
- Web site addresses that link to the electronic versions

## Part One: Assistance for School District and Site Administrators, Teachers, and Parent Leaders

Document	Available Format(s)	Suggested Uses	Suggested Distribution Schedule
Question-and-Answer Documents  Web Address: <a href="http://www.cde.ca.gov/ta/tg/sr/resources.asp">http://www.cde.ca.gov/ta/tg/sr/resources.asp</a>	PDF File  Text version	<ul style="list-style-type: none"> <li>• Provide copies for administrators, teachers, and parent leaders to use in preparing for conferences and other meetings with parents and guardians</li> <li>• Distribute copies to staff at staff meetings, in staff mailboxes, and at grade-level and/or department meetings</li> <li>• Post copies in the main office or on staff bulletin boards</li> </ul>	Regularly scheduled distributions throughout STAR Program testing
Spotlight on STAR (Series of articles for school newsletters)  Web Address: <a href="http://www.cde.ca.gov/ta/tg/sr/resources.asp">http://www.cde.ca.gov/ta/tg/sr/resources.asp</a>	PDF File  Text version  Spanish version	<ul style="list-style-type: none"> <li>• Add required information such as local telephone number or parent/guardian information meeting date, time, and location</li> <li>• Include individual articles, sections of the articles, or combine articles in school newsletters or student newspapers</li> <li>• Attach copies to regular communications to parents and guardians (lunch menus, weekly home packets, Parent Teacher Association [PTA] communications)</li> <li>• Post copies in the main office, bulletin boards, or on the school district or school Web site</li> <li>• Distribute through parent/guardian list serve</li> </ul>	Monthly, through the end of the school year

<p>Sample Letters for Parents and Guardians</p> <p>Web Address:  <a href="http://www.cde.ca.gov/ta/tg/sr/resources.asp">http://www.cde.ca.gov/ta/tg/sr/resources.asp</a></p>	<p>PDF File</p> <p>Text version</p> <p>Spanish version</p>	<ul style="list-style-type: none"> <li>• Add required information such as contact information or parent/guardian information meeting date, time, and location</li> <li>• Attach the appropriate “STAR 2006 Program-at-a-Glance for Parents and Guardians”<sup>*</sup> or parent/guardian guides or brochures from the February 2006 packet</li> </ul>	<p>After STAR Program testing (to accompany individual student reports of results)</p>
--	--	---	--

## Part Two: Information for Parents and Guardians

Document	Available Format(s)	Suggested Uses	Suggested Distribution Schedule
<p>Accessing the STAR Program Web Site: A Guide for Parents and Guardians</p> <p>Web Address:  <a href="http://www.cde.ca.gov/ta/tg/sr/resources.asp">http://www.cde.ca.gov/ta/tg/sr/resources.asp</a></p>	<p>PDF File</p> <p>Spanish version</p>	<ul style="list-style-type: none"> <li>• Attach to a letter to parents and guardians or regular communications to parents and guardians (lunch menus, weekly home packets, PTA communications)</li> <li>• Provide copies for administrators, teachers, and parent leaders to use in preparing for conferences and other meetings with parents and guardians</li> <li>• Place copies in the main office or in parent/guardian workroom or meeting room</li> <li>• Distribute through parent/guardian list serve</li> </ul>	<p>Regularly scheduled distributions prior to and throughout STAR Program testing</p>

<sup>\*</sup>Three “STAR 2006 Program-at-a-Glance for Parents and Guardians” charts are found in the *STAR 2006 Explaining 2006 Tests to Parents and Guardians: Assistance for School Districts and Schools* posted in February 2006.

Sample STAR Student Reports with Parent/Guardian Guides  Web Address: <a href="http://www.cde.ca.gov/ta/tg/sr/resources.asp">http://www.cde.ca.gov/ta/tg/sr/resources.asp</a>	PDF File	<ul style="list-style-type: none"><li>• Distribute copies at parent/guardian STAR Program information meetings</li><li>• Provide copies for administrators, teachers, and parent leaders to use in preparing for conferences and other meetings with parents and guardians</li></ul>	After STAR Program testing and around the time when STAR student reports are mailed to students' homes
--	----------	--	--

# Explaining 2006 Test Results to Parents and Guardians

## Part One

Assistance for School  
District and Site  
Administrators,  
Teachers, and Parent  
Leaders



# Table of Contents

## Part One

Overview of Key Components .....	10
Students Tested by Grade .....	11
Types of California Standards Tests .....	12
Question-and-Answer Documents	
Questions and Answers About the California Standards Tests .....	14
Scale Score Ranges for California	
Standards Test Performance Levels .....	22
Questions and Answers About the California Alternate	
Performance Assessment .....	25
Scale Score Ranges for California Alternate	
Performance Assessment Performance Levels .....	28
Questions and Answers About the Aprenda 3 .....	30
Spotlight on STAR 2006	
(Series of articles for school newsletters)	
How Are STAR Program Results Used	
to Help Students? .....	33
How Are STAR Program Tests Used	
for School Accountability? .....	35
Sample Letters for Parents or Guardians	
CSTs and CAT/6 Survey – Grades Two through Eight .....	37
CSTs – Grades Nine, Ten, and Eleven .....	39
CAPA .....	41
Aprenda 3 .....	42

# 2006 STAR Program Overview of Key Components

**F**or the ninth year, California public school students in grades two through eleven took part in the state's Standardized Testing and Reporting (STAR) Program. The STAR Program is designed primarily to help measure how well students are achieving the California content standards in English-language arts, mathematics, history-social science, and science. All students in grades two through eleven must participate in the STAR Program each spring, including students with disabilities and English learners.

The STAR Program for 2006 had four components:

- The California Standards Tests (CSTs), developed for California public schools to determine how well students are achieving the state-adopted content standards.
- The California Alternate Performance Assessment (CAPA), developed for California public school students with significant cognitive disabilities who are not able to take the CSTs and the CAT/6 Survey (for grades three and seven) even with accommodations or modifications.
- The California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), administered in grades three and seven only, adopted as the designated norm-referenced test to measure the achievement of general academic knowledge and provide national comparisons.
- The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3), adopted as the designated primary language test to measure basic skills in Spanish of California's Spanish-speaking English learners.

A chart showing the STAR Program tests that students took in 2006, by subject area and grade level, is provided on the next page.

Individual student results for all components of the STAR Program arrive in most school districts in July and August. After the student reports are received in each school district, they must be distributed to parents and guardians.

Group results for schools, school districts, counties, and the state are posted in August on the California Department of Education (CDE) Web site at <http://star.cde.ca.gov>.

# 2006 STAR Program

## Students Tested by Grade

Test	Grade									
	2	3	4	5	6	7	8	9	10	11
<b>California Standards Tests (CSTs)</b>										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√*	√*	√*	√*
History-Social Science							√		√	√
Science				√			√	*	√*◇	*
<b>California Alternate Performance Assessment (CAPA)</b>										
English-Language Arts	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√	√	√	√
<b>California Achievement Tests, Sixth Edition Survey (CAT/6 Survey)</b>										
Reading/Language		√				√				
Spelling		√				√				
Mathematics		√				√				
<b>Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3)</b>										
Reading	√	√	√	√	√	√	√	√	√	√
Mathematics	√	√	√	√	√	√	√	√	√	√
Language	√	√	√	√	√	√	√	√	√	√
Spelling	√	√	√	√	√	√	√	√	√	√

√ Testing required at this grade.

\* Testing required for students completing a standards-based course for which there is a CST.

◇ Students in grade ten take the Grade Ten California Life Science Standards Test. In addition, most grade ten students take an end-of-course CST in science.

# 2006 STAR Program

## California Standards Tests

Some of the California Standards Tests (CSTs) are based on the content standards for a single grade level and are taken only by students enrolled in that grade. Some CSTs are based on selected content standards for more than one grade level for a single subject. Other CSTs are based on the content standards for specific courses that may be taken by students in several grades. The following lists provide more information about the tests:

### **CSTs Based on Content Standards for One Specific Grade Level**

The following CSTs are all designed to address the content standards for a single specific grade level and subject area. Students in the designated grade level must take the respective CST(s).

- CSTs in English-language arts for grades two through eleven
- CSTs in mathematics for grades two through seven
- CSTs in history-social science for grades ten and eleven
- CST in science for grade eight

### **CSTs Based on Selected Content Standards from Multiple Grade Levels for a Single Subject**

The following CSTs address selected subject-area content standards from multiple grade levels or courses. A description of the students required to take each of these tests is provided.

#### **Mathematics CSTs:**

- **General Mathematics**  
This test covers selected content standards from grades six and seven. It is only for students in grades eight and nine who are not enrolled in or completing standards-based mathematics courses designated for these grades.
- **Summative High School Mathematics**  
This test covers selected content standards from Algebra I, Geometry, and Algebra II. It is only for (1) students in grades nine and ten who completed Algebra II or Integrated Mathematics 3 the previous school year and (2) students in grade eleven who completed Algebra II or Integrated Mathematics 3 before testing begins. This includes students taking a higher mathematics course or no mathematics course.

**History-Social Science CSTs:****■ Grade Eight**

This test covers selected content standards from grades six, seven, and eight. It is required for students in grade eight.

**Science CSTs:****■ Grade Five**

This test covers selected content standards from grades four and five. It is required for students in grade five.

**■ Grade Ten California Life Science Standards Test**

This test covers selected content standards from middle school life sciences and high school biology. It is required for students in grade ten.

**CSTs Based on Content Standards for a Specific Mathematics or Science Course (end-of-course CSTs)**

The following CSTs are all designed to address the content standards for specific courses available at the secondary level. Only students completing the course are eligible to take the respective CST(s).

**Mathematics CSTs for grades eight through eleven include:**

- Algebra I
- Geometry
- Algebra II
- Integrated Mathematics 1
- Integrated Mathematics 2
- Integrated Mathematics 3

**Science CSTs for grades nine through eleven include:**

- Earth Science
- Biology
- Chemistry
- Physics
- Integrated/Coordinated Science 1
- Integrated/Coordinated Science 2
- Integrated/Coordinated Science 3
- Integrated/Coordinated Science 4

# 2006 STAR Program

## Questions and Answers About the California Standards Tests

### ***What are the California Standards Tests?***

The California Standards Tests (CSTs) are given to students in grades two through eleven as part of the Standardized Testing and Reporting (STAR) Program. Developed exclusively for California's public schools, the purpose of the CSTs is to provide information that can be used to determine how well students are achieving state-adopted content standards. These standards describe the knowledge and skills that students should learn at each grade level. The content standards are available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/be/st/ss/index.asp>.

### ***Who takes the CSTs?***

Except for students with significant cognitive disabilities, all other students who participate in the STAR Program take the CSTs (and CAT/6 Survey which is given in grades three and seven only). Students with significant cognitive disabilities take the California Alternate Performance Assessment (CAPA), which is based on selected content standards in English-language arts and mathematics.

For a description of students with "significant cognitive disabilities," see "Questions and Answers about the California Alternate Performance Assessment" on page 25.

### ***What is done to assist other students with disabilities?***

Most students with disabilities take the tests in the STAR Program along with all other students under standard conditions. Some students with disabilities may require testing variations, accommodations, and/or modifications to be able to take the tests. These are listed in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*, which is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr>.

Test variations are allowed for any student who regularly uses them in the classroom. Accommodations and modifications must be specified in each student's individualized education program (IEP) or Section 504 Plan.

***What is done to assist students who are English learners?***

English learners may use translation glossaries or word lists (English-to-primary language) that do not include definitions or formulas. They also may have the test directions translated for them and ask clarifying questions in their own language. Students who are English learners may be tested separately if such a setting is part of the regular classroom instruction or assessments. These variations are described on the last page of the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*.

***Were there any changes to the CSTs in 2006?***

Yes. Two new tests in science, required by the federal No Child Left Behind (NCLB) Act of 2001, were administered for the first time in 2006 as follows:

- Grade Eight California Science Standards Test, based on grade eight science standards.
- Grade Ten California Life Science Standards Test, based on selected content standards from middle school life sciences and high school biology.

The results from these two tests will be reported in the 2006 student and summary reports.

## Test Content and Format

***What grade levels and subject areas are tested on the CSTs?***

Students take two, three, or four CSTs depending on their grade level or the courses they are taking. The CSTs were given for the following subject areas at each grade level:

- Grades two, three, four, six, and seven
  - English-language arts\*
  - Mathematics
- Grade five
  - English-language arts
  - Mathematics
  - Science
- Grade eight
  - English-language arts
  - Mathematics
  - Science
  - History-social science

\* Students in grades four and seven also complete a writing task as part of the CST in English-language arts.

***What content is tested on the CSTs?***

- Grade nine
  - English-language arts
  - Mathematics
  - Science
- Grades ten and eleven
  - English-language arts
  - Mathematics
  - Science\*\*
  - History-social science

There are three kinds of CSTs, which are all based on state content standards. First, there are CSTs that are based on content standards from a specific grade level and subject area such as grade two mathematics and grade ten English-language arts. Second, there are CSTs administered at the secondary level that are based on content standards from specific courses such as Chemistry and Geometry. These are often referred to as the end-of-course CSTs. Third, there are CSTs that cover selected subject area content standards from multiple-grade levels. Two examples are the Grade Five Science CST, which covers science content standards from grades four and five, and the Grade Eight History-Social Science CST, which covers history-social science content standards from grades six, seven, and eight.

***What are the end-of-course CSTs?***

Mathematics and science are the only two subject areas that have end-of-course CSTs. There are six end-of-course CSTs in mathematics. Students in grades eight through eleven take an end-of-course CST in mathematics according to the following guidelines:

- The CSTs in Algebra I, Geometry, or Algebra II are for students in grades eight through eleven who are completing the respective mathematics course. These CSTs are based on the content standards for Algebra I, Geometry, or Algebra II, respectively.
- The CSTs in Integrated Mathematics 1, Integrated Mathematics 2, or Integrated Mathematics 3 are for students in grades eight through eleven who are completing the respective integrated mathematics course. These CSTs are based on selected combinations of content standards from Algebra I, Geometry, and Algebra II.

\*\* Most grade ten students take two science CSTs.



In addition to the six end-of-course CSTs noted on the previous page, there are two mathematics CSTs administered at the completion of specific courses as follows:

- The General Mathematics CST is for students in grades eight and nine who are not enrolled in or completing a standards-based mathematics course designated for these grades. For example, grade eight students who are completing the first year of a two-year Algebra I course take the General Mathematics CST. The General Mathematics CST is based on content standards for grades six and seven.
- The Summative High School Mathematics CST is for the following two categories of students:
  - Students in grades nine and ten who completed Algebra II or Integrated Mathematics 3 during a previous school year. These students will take the Summative High School Mathematics CST each year through grade eleven.
  - Students in grade eleven who completed Algebra II or Integrated Mathematics 3 any time prior to the beginning of STAR Program testing. This includes students in grade eleven who are taking higher mathematics courses or no mathematics courses.

***What are the end-of-course CSTs in science?***

There are a total of eight end-of-course CSTs in science. There are four end-of-course CSTs in science that are based on the content standards for Earth Sciences, Biology/Life Sciences, Chemistry, and Physics respectively. In addition, there are four end-of-course CSTs for integrated/coordinated science that are based on selected combinations of the content standards for Earth Sciences, Biology/Life Sciences, Chemistry, and Physics. Only students completing one of the standards-based science courses listed above take one of the appropriate CSTs in science.

***Which CSTs in science are required for grade ten students?***

Grade ten students are required to take the Grade Ten California Life Science Standards Test. This test covers selected content standards from middle school life sciences and high school biology. In addition to this test, most grade ten students take a CST in science for the course they completed during the summer session or are completing that school year.

***What question formats are found on the CSTs?***

Questions for all of the CSTs, except for the writing tasks in grades four and seven, are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored. Released CST questions

***What standards are addressed by the writing tasks in grades four and seven?***

from prior administrations are posted for public viewing on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

For the CST in English-language arts, students in grades four and seven respond to multiple-choice questions and write an essay in response to a writing task or prompt. The score on the writing task is combined with the results of the multiple-choice questions to produce an overall score and the performance level for the CST in English-language arts.

The writing tasks in grades four and seven address the writing applications strand from the state content standards in English-language arts.

In grade four, students are required to produce one of three types of writing: a narrative (story), a summary of a reading passage, or a response to literature. In grade seven, students are required to produce one of four types of writing: a fictional narrative (story), a persuasive letter or essay, a summary of a reading passage, or a response to literature.

***What writing tasks were given in grades four and seven in spring 2006?***

In spring 2006, students in grades four and seven were required to write responses to literature. For a response to literature task, students read a literary work or passage and write an essay that demonstrates their understanding of the characters, theme, and/or author's purpose. Students must also support their interpretations with appropriate details from the literary work and references to prior knowledge or experiences. Due to the requirements of the task, responses to literature address both reading and writing skills.

For more information about the writing tasks, refer to "Questions and Answers About the California Writing Standards Test (CST in Writing)" in *Explaining 2006 Tests to Parents and Guardians: Assistance for School Districts and Schools*, posted on the CDE Web site in February 2006 at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

## Reporting CST Results

***How are the CST results reported to parents and guardians?***

The CST results for individual students are reported to parents and guardians on the STAR Student Report. These results are based on how well students achieved identified state content standards. The results for each subject area tested (English-language arts, mathematics, history-social science, and science) are reported according to scale scores and the corresponding performance levels.

Each subject area is divided into content areas; therefore, the STAR Student Report also provides the percent correct for each of those content areas. For example, the results for the CST in English-language arts includes the student's percent correct for each of five content areas: word analysis and vocabulary development, reading comprehension, literary response and analysis, written conventions, and writing strategies. For grades four and seven, the score on the writing task is included in the percent correct for a sixth content area called writing applications.

The STAR Student Report also provides a comparison of each student's percent correct to the average percent correct range for students in the state who scored proficient on the total CST.

**Note: Parents and guardians should be reminded that student scores are maintained only by the school district. CDE does not keep student scores and cannot respond to parent and guardian requests for their students' scores.**

***What are performance levels?***

The five performance levels designated for reporting overall CST results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced levels.

Each of the five performance levels includes a range of scale scores. When a student's scale score falls within the range possible for a given performance level this indicates that the student has demonstrated sufficient knowledge and skills to be regarded as performing at that particular level.

The range of scale scores for each performance level has been established for each CST and does not change from year to year. The CST results are reported as scale scores that range from 150 to 600. For all CSTs, the minimum scale score required to achieve at the proficient level is 350.

***What are scale scores?***

The percentage of questions that students must answer correctly to score at any performance level may change slightly due to small differences in the difficulty levels of the tests from year to year. Scale scores are used to adjust for these differences and to equate the tests between years.

***If a student with disabilities took a CST with accommodations or modifications, is this reported on the STAR Student Report?***

No. If a student with disabilities took any CST with accommodations or modifications, the STAR Student Report will include the student's scores for each CST completed. The accommodations or modifications provided on the CSTs are specified in each student's individualized education program (IEP) or Section 504 plan, but this information is not noted on the STAR Student Report. A list of accommodations and modifications is outlined in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments* that is available on the CDE Web site at <http://www.cde.ca.gov/ta/tg/sr>.

***What are the California Reading List and Number?***

The California Reading List (CRL) is a Web-based resource that gives students, their parents and guardians, and teachers access to lists of book titles, organized by level of reading difficulty. A recommended CRL Number, which is found on the STAR Student Report, is based on the student's score on the CST in English-language arts. This number identifies a list of books appropriate for the student's independent reading level. For more information about the CRL, refer to "Questions and Answers About the California Reading List (CRL)" in *Explaining 2006 Tests to Parents and Guardians: Assistance for School Districts and Schools*, posted on the CDE Web site in February 2006 at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

**Note: No single test score can be used to determine what books a student can or should read. Parents and guardians should encourage their students to explore other reading lists and to read a wide variety of books.**

***What is the Early Assessment Program?***

The Early Assessment Program (EAP) is a joint venture of the CDE, the State Board of Education, and the California State University (CSU) system. The Early Assessments of Readiness for College English (EAP in English) and the Early Assessment of Readiness for College Mathematics (EAP in Mathematics) are administered with the CSTs. Multiple-choice questions for the EAP assessments are included in the English-language arts portion of the grade eleven CST booklet and in the Algebra II CST and Summative High School Mathematics CST booklets. Grade eleven students who are eligible to take these CSTs may participate in the EAP in English and in the EAP in Mathematics. Students taking the EAP in English also must complete an essay that is done at a separate time. Grade twelve students may not participate in the EAP.

Parents and guardians can obtain information about the EAP by contacting their student's counseling office at the high school during regular school hours or by checking the CSU Web site at <http://www.calstate.edu/eap>. "Questions and Answers About the Early Assessment Program (EAP)" also can be found in *Explaining 2006 Tests to Parents and Guardians*:

*Assistance for School Districts and Schools*, posted on the CDE Web site in February 2006 at <http://www.cde.ca.gov/ta/tg/sr/resources.asp>.

## Additional Information

Additional information about the STAR Program and the CSTs is available from the STAR Web site at <http://www.cde.ca.gov/ta/tg/sr/index.asp> or by contacting a teacher or an administrator at the school.

# 2006 STAR Program

## Scale Score Ranges for California Standards Test Performance Levels

(by subject area and grade)

The results for each subject area tested (English-language arts, mathematics, history-social science, and science) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting overall California Standards Test (CST) results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on scale scores and performance levels may be found in "Questions and Answers About the California Standards Tests" in this packet.

### English-Language Arts

Grade	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–261	262–299	300–349	350–401	402–600
3	150–258	259–299	300–349	350–401	402–600
4	150–268	269–299	300–349	350–392	393–600
5	150–270	271–299	300–349	350–394	395–600
6	150–267	268–299	300–349	350–393	394–600
7	150–262	263–299	300–349	350–400	401–600
8	150–265	266–299	300–349	350–394	395–600
9	150–264	265–299	300–349	350–396	397–600
10	150–262	263–299	300–349	350–391	392–600
11	150–258	259–299	300–349	350–395	396–600

## Mathematics

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
2	150–235	236–299	300–349	350–413	414–600
3	150–235	236–299	300–349	350–413	414–600
4	150–244	245–299	300–349	350–400	401–600
5	150–247	248–299	300–349	350–429	430–600
6	150–252	253–299	300–349	350–414	415–600
7	150–256	257–299	300–349	350–413	414–600
General Mathematics	150–256	257–299	300–349	350–413	414–600
Algebra I	150–252	253–299	300–349	350–427	428–600
Geometry	150–246	247–299	300–349	350–417	418–600
Algebra II	150–256	257–299	300–349	350–415	416–600
Summative High School Mathematics	150–234	235–299	300–349	350–419	420–600
Integrated Mathematics 1	150–248	249–299	300–349	350–424	425–600
Integrated Mathematics 2	150–257	258–299	300–349	350–417	418–600
Integrated Mathematics 3	150–251	252–299	300–349	350–427	428–600

## History-Social Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
8	150–270	271–299	300–349	350–395	396–600
10 World History	150–274	275–299	300–349	350–399	400–600
11 United States History	150–269	270–299	300–349	350–400	401–600

## Science

Grade or Course	Far Below Basic	Below Basic	Basic	Proficient	Advanced
5	150–267	268–299	300–349	350–409	410–600
8*	150–252	253–299	300–349	350–402	403–600
10* Life Science	150–268	269–299	300–349	350–398	399–600
Earth Science	150–276	277–299	300–349	350–392	393–600
Biology	150–275	276–299	300–349	350–393	394–600
Chemistry	150–275	276–299	300–349	350–393	394–600
Physics	150–275	276–299	300–349	350–392	393–600
Integrated/ Coordinated Science 1	150–276	277–299	300–349	350–389	390–600
Integrated/ Coordinated Science 2	150–277	278–299	300–349	350–390	391–600
Integrated/ Coordinated Science 3	150–275	276–299	300–349	350–390	391–600
Integrated/ Coordinated Science 4	150–275	276–299	300–349	350–396	397–600

\*Scale score ranges for these tests will be available in July 2006.



# 2006 STAR Program Questions and Answers About the California Alternate Performance Assessment

***What is the CAPA?***

The California Alternate Performance Assessment (CAPA) is a performance assessment for students with significant cognitive disabilities who are unable to take the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) even with accommodations or modifications. (The CAT/6 Survey is given only in grades three and seven.) The CAPA was added to the STAR Program in 2003 to ensure that all California students could participate in statewide assessments.

***Who are students with “significant cognitive disabilities”?***

Generally, students with “significant cognitive disabilities” refers to a small number of students whose intellectual and adaptive capabilities are far below those of typical students at the same grade or age level. Students with significant cognitive disabilities require intensive supports and services that may be provided in a regular or special classroom. These supports and services are designed to help these students learn skills that could be used in a variety of settings in the student’s life such as school, home, or career. Even with the best instruction and teachers, students with significant cognitive disabilities may never reach grade-level standards.

***Must all students take the CSTs and the CAT/6 Survey or the CAPA?***

Yes. All students enrolled in grades two through eleven are required to participate in the STAR Program by taking either the CSTs and the CAT/6 Survey (for grades three and seven) or the CAPA.

***Who took the CAPA in 2006?***

Students with significant cognitive disabilities enrolled in grades two through eleven or who were between the ages of seven and sixteen and in ungraded programs took the CAPA in 2006.

***What is an “ungraded” program?***

Generally, “ungraded” programs for students with disabilities involve placing students of different ages in the same classroom without a grade level designation. The ungraded approach increases opportunities for collaboration and sharing, promotes confidence, supports learning differences, and allows teachers greater flexibility to address students’ individual needs.

***How do schools determine if a student takes the CAPA and what level of the CAPA he or she takes?***

Each student's individualized education program (IEP) team determines if a student will take the CAPA and what level of the CAPA he or she takes. That determination must be specified in the student's IEP. The CAPA has five levels. Most students eligible for the CAPA take the level that corresponds to their grade placement.

***What are the five CAPA levels offered?***

The five CAPA levels are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

***What subject areas were assessed by the CAPA in 2006?***

For the 2006 administration, students were assessed in English-language arts and mathematics. Students taking the CAPA in grades five, eight, and ten also participated in a field test of science performance tasks. The CAPA is aligned to a selected set of the California content standards that is appropriate for students taking the CAPA.

***Who administers the CAPA?***

A certificated or licensed member of the school staff, who has been trained in CAPA testing procedures, administers the CAPA.

***How are CAPA questions asked?***

The CAPA is administered individually. The examiner asks the student to perform a task, observes the performance, and scores and records the performance according to a specific scoring guide. There is a standard process for checking consistency in scoring at each school.

***How are the CAPA results reported?***

The reporting process for the CAPA is much like the process used for other tests within the STAR Program. School districts receive STAR student reports (CAPA version) for distribution to parents and guardians and school and school district reports for use by school district and school staffs. In addition to the individual reports, group CAPA results for schools, school districts, counties, and the state are posted annually on the CDE Web site at <http://star.cde.ca.gov>.

**Note: Parents and guardians should be reminded that student scores are maintained only by the school district. CDE does not keep student scores and cannot respond to parent and guardian requests for their students' scores.**

***What results will be reported for the 2006 CAPA?***

CAPA reports for the 2006 administration will show how well students performed according to a selected set of the California content standards in English-language arts and mathematics. Results will show the student's CAPA scale score and performance level for each content area tested. The State Board of Education (SBE) established five performance levels for reporting CAPA results: advanced, proficient, basic, below basic, and far below basic.

## Using CAPA Results

***How are CAPA results used?***

CAPA results are used in many important ways. The IEP team—including teachers, administrators, parents and guardians, and support staff—uses CAPA results to help monitor each student's academic progress. These results also are used to determine if students should take the CAPA or the CSTs in subsequent years. Individual student results are combined to prepare grade-level reports by subject for each school, school district, county, and the state. These results are used with other information about student achievement to help make decisions about ways to improve student learning and school programs. The CAPA scores are also used, with results of other state tests, to meet state and federal school accountability requirements.

## Additional Information

Additional information about the STAR Program and the CAPA is available from the STAR Web site at <http://www.cde.ca.gov/ta/tg/sr/index.asp> or by contacting a teacher or an administrator at the school.

# 2006 STAR Program

## Scale Score Ranges for California Alternate Performance Assessment Performance Levels

(by subject area and level)

The results for English-language arts and mathematics on California Alternate Performance Assessment (CAPA) are reported according to scale scores and the corresponding performance levels as shown in the tables below. The five performance levels designated for reporting overall CAPA results are advanced, proficient, basic, below basic, and far below basic. The state target is for all students to score at the proficient or advanced level. More information on CAPA may be found in "Questions and Answers About the California Alternate Performance Assessment" in this packet.

### English-Language Arts

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–25	26–29	30–34	35–45	46–60
II	15–23	24–29	30–34	35–40	41–60
III	15–22	23–29	30–34	35–40	41–60
IV	15–24	25–29	30–34	35–40	41–60
V	15–24	25–29	30–34	35–41	42–60

## Mathematics

CAPA Level	Far Below Basic	Below Basic	Basic	Proficient	Advanced
I	15–20	21–29	30–34	35–42	43–60
II	15–25	26–29	30–34	35–40	41–60
III	15–24	25–29	30–34	35–42	43–60
IV	15–25	26–29	30–34	35–40	41–60
V	15–26	27–29	30–34	35–40	41–60

The grades that correspond with each CAPA level are as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

# 2006 STAR Program Questions and Answers About the Aprenda 3

***What is the Aprenda 3?***

The Aprenda: La prueba de logros en español, Tercera edición (Aprenda 3), is a test of basic skills in Spanish. The State Board of Education (SBE) adopted this test as the designated primary language test, which is a component of the Standardized Testing and Reporting (STAR) Program.

***Who takes the Aprenda 3?***

Students in grades two through eleven who meet either one of the following criteria take the Aprenda 3:

- Spanish-speaking English learners who were enrolled in a school in the United States for less than 12 months on the day Aprenda 3 testing began.
- Spanish-speaking English learners who are receiving instruction in Spanish regardless of how long they had been in school in the United States.

School districts have the option of testing Spanish-speaking English learners who had been in a school in the United States for 12 months or more who were not receiving instruction in Spanish. All students who are eligible to take the Aprenda 3 also take the tests in the STAR Program that are administered in English.

***When was the Aprenda 3 given in 2006?***

School districts gave the Aprenda 3 between March 13 and May 19, 2006. Most school districts gave the Aprenda 3 prior to the administration of other 2006 STAR Program tests.

***How much time are students given to take the test?***

The Aprenda 3 is an untimed test. The recommended time for students to complete the test varies by grade level and subject area. Students who are actively working on a test at the end of the recommended time must be allowed more time to complete the test.

***Can parents or guardians see the Aprenda 3?***

No. *Education Code* Section 60616 states that the tests in the STAR Program, which include the Aprenda 3, are secure and cannot be seen by anyone other than the students who take the tests and the parties specified by law such as school board members and legislators.

***What is done to assist students with disabilities who take the Aprenda 3?***

Most students with disabilities who take the Aprenda 3 take the test along with other students under standard conditions. Some students with disabilities may require testing variations, accommodations, and/or modifications to be able to take the Aprenda 3. These are listed in the *Matrix of Test Variations, Accommodations, and Modifications for Administration of California Statewide Assessments*, which is available on the California Department of Education (CDE) Web site at <http://www.cde.ca.gov/ta/tg/sr>.

***What question formats are found on the Aprenda 3?***

Questions for all of the Aprenda 3 tests are in a multiple-choice format. Students are presented with a question and asked to select the correct answer from four or five possible choices. Students mark their answer choices in the test booklet for grades two and three and on an answer document for grades four through eleven. All multiple-choice questions are machine scored.

***When do parents and guardians receive their students' Aprenda 3 student reports?***

As required for all tests in the STAR Program, results for the Aprenda 3 must be reported to parents or guardians within 20 working days after the school district receives them. Aprenda 3 student reports should arrive in school districts by the end of July. The school district is required to mail these reports to the students' homes.

**Note: Parents and guardians should be reminded that individual student results are maintained only by the school district. CDE does not keep student results and cannot respond to parent and guardian requests for their students' results.**

***What information will be included on the Aprenda 3 student report?***

The Aprenda 3 student report will include score information for each subject area tested (reading, mathematics, language, and spelling). For grades two through eleven, scores also will be reported for the two parts that make up the reading test (vocabulary and reading comprehension). For grades two through eight only, scores will be reported for the two parts that constitute the mathematics test (problem solving and math procedures).

***How are Aprenda 3 results used to help students achieve in school?***

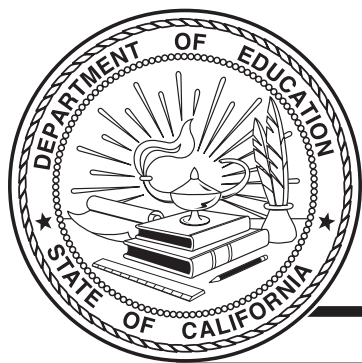
The results in the Aprenda 3 student report provide information that may be used with other achievement data to identify individual student's academic strengths and areas that need improvement. Parents and guardians should review areas of concern with their students' teachers to discuss specific help needed to improve learning.

The Aprenda 3 student report is one source of information about the progress students are making in school. Parents, guardians, and teachers should also review grades, classroom work, and the results from other classroom and standardized tests for a more complete picture of each student's academic progress.

**Additional Information**

Additional information about the Aprenda 3 and the tests in the STAR Program is available from the STAR Web site at <http://www.cde.ca.gov/ta/tg/sr/index.asp> or by contacting a teacher or an administrator at the school.





# Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

## How Are STAR Program Results Used to Help Students?

**T**he tests that make up the Standardized Testing and Reporting (STAR) Program provide results that are used to inform students, parents, guardians, and teachers about how well students are achieving state content standards for each subject area tested.

The STAR Student Report is produced for every student tested with the California Standards Tests (CSTs) and the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), for grades three and seven, or the California Alternate Performance Assessment (CAPA). School districts where students were tested receive the individual student results along with the student reports to distribute to parents and guardians.

### Identifying Academic Strengths and Needs

The STAR Student Report provides information that may be used in identifying individual student's academic strengths and areas that need improvement. When reviewing the report, parents and guardians should begin by looking at the level of performance and scale score their students achieved in each subject area tested by the CSTs or the CAPA. Performance levels

of proficient or advanced indicate that students are meeting the state's target for academic achievement. Performance levels of basic, below basic, or far below basic indicate subject areas that need improvement.

In addition, the back page of the STAR Student Report includes the scores for specific content areas within each subject area tested. For example, the CST in English-language arts results will include information about each of these five content areas: word analysis and vocabulary development, reading comprehension, literary response and analysis, written conventions, and writing strategies. Guides that accompany each STAR Student Report (entitled "The Guide to Your Star Student Report") will help parents and guardians understand what the content area scores mean for their students.

### Meetings with Teachers

When meeting with the students' teachers, parents and guardians should review identified areas of concern in order to be prepared to discuss specific assistance their students may need to improve their achievement.

# Spotlight on STAR 2006

## STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

# How Are STAR Program Results Used to Help Students?

## Alignment to Standards

Since the CSTs and the CAPA are based on the content standards, parents and guardians should talk with the teachers about ways to improve their students' achievement in meeting these standards. Parents and guardians also should ask their students' teachers how the classroom instruction is based on state standards. The California content standards are available at <http://www.cde.ca.gov/be/st/ss> on the Internet.

## California Reading List Number

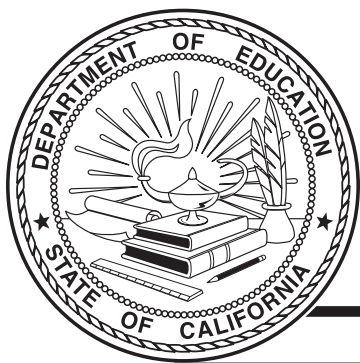
The STAR Student Report provides a recommended California Reading List (CRL) Number that is based on each student's score on the CST in English-language arts. The CRL Number gives parents, guardians, students, and teachers information that may be used to access a list of books that should be at an appropriate reading level for the student. The list **only** is available on the Internet at <http://star.cde.ca.gov>.

It is important to note that no single test score can be used to determine what books a student can or should read. Parents and guardians should encourage their students to explore other reading lists and to read a wide variety of books.

## A More Complete Picture

Parents and guardians should keep in mind that the information in the STAR Student Report is one source of information about the progress students are making in school. Grades, classroom work, and other test results also should be reviewed for a more complete picture of each student's academic progress. Parents and guardians also are encouraged to discuss with teachers any differences between test results and the work students generally do at school.

If you have any questions about the STAR Program, please call the school at **[insert local telephone number]**. Parents and guardians are invited to attend a STAR Program information session scheduled for **[insert local date, time, and location]**.



# Spotlight on STAR 2006

STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

## How Are STAR Program Tests Used for School Accountability?

The tests that make up the STAR Program provide results that are used for different purposes. One of the major purposes is for school accountability. State and federal accountability programs are used to monitor each school's progress toward achieving established learning goals. The scores of every student on state tests count in these accountability programs.

### The Academic Performance Index (API)

A major component of California's Public Schools Accountability Act (PSAA) is the Academic Performance Index (API). The API is used to set growth targets and monitor the academic performance of schools throughout the state.

The API is a number that ranges from 200 to 1000. California has set 800 as the API goal that schools should strive to meet. Schools are required to meet annual growth targets until the goal of 800 is reached. Schools that have met or exceeded 800 must continue to work to improve the academic performance of all of their students.

Results from students in grades two through eleven who have taken the state tests are used to

calculate the API. The STAR Program tests used to calculate the API are the California Standards Tests (CSTs), the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey) for grades three and seven only, and the California Alternate Performance Assessment (CAPA), as well as the California High School Exit Examination (CAHSEE) for high schools.

### API Schoolwide and Subgroup Reports

The API reports, which are posted on the Internet, include schoolwide information as well as information for subgroups of students within the school.

These student subgroups are based on ethnicity, socioeconomic status, English language proficiency, and disability. Schools are expected to meet growth targets for the school overall and for all student subgroups. Schools that do not meet their growth targets year after year may be subject to additional requirements. To have an API reported, a school must have STAR Program test and/or CAHSEE results from at least 85 percent of the students enrolled for every subject area tested.

More details about the API can be found at <http://www.cde.ca.gov/ta/ac/ap/index.asp>.

# Spotlight on STAR 2006

## STANDARDIZED TESTING AND REPORTING (STAR) PROGRAM

# How Are STAR Program Tests Used for School Accountability?

## Adequate Yearly Progress (AYP)

The STAR Program and CAHSEE results also are used to meet the federal No Child Left Behind (NCLB) Act of 2001 requirement that all schools make Adequate Yearly Progress (AYP) toward established goals. Each year, California schools must show that a specified percentage of students in grades two through eight are performing at or above the proficient level on the English-language arts and mathematics CSTs. At the high school level, results of the CAHSEE in grade ten are used in place of the CSTs. CAPA results also are included in grades two through eight and ten. A primary goal of NCLB is that all students become proficient in English-language arts and mathematics by 2014. In addition to the proficiency goals, making AYP requires that at least 95 percent of the school's students take the CSTs or CAPA in grades two through eight or the CAHSEE and CAPA in grade ten.

To meet AYP, schools must reach schoolwide goals as well as those for student subgroups. As with the API, these subgroups are based on ethnicity, socioeconomic status, English language proficiency, and disability. For AYP, each subgroup has the same targets as the schoolwide targets. Furthermore, schools must meet minimum API and graduation rate criteria to make AYP. Schools without a valid API do not make AYP.

More details about the AYP for school accountability can be found at <http://www.cde.ca.gov/ta/ac/ay/index.asp>.

Schools that do not make AYP may face federal Program Improvement (PI) requirements. The school PI designation is only for Title I-funded schools that do not meet the same AYP goal for two consecutive years.

More details about the PI requirement can be found at <http://www.cde.ca.gov/ta/ac/ti/programimprov.asp>.

## Every Student Counts

It is important that all students participate in the STAR Program and CAHSEE tests to the greatest extent possible. Students who do not participate in these testing programs or do not take an appropriate CST can affect the school's proficiency and participation requirements for API and AYP.

If you have any questions about the STAR Program, please call the school at **[insert local telephone number]**. Parents and guardians are invited to attend a STAR Program information session scheduled for **[insert local date, time, and location]**.

# School District or Site Administrator's Sample Letter for Parents or Guardians

## CSTs and CAT/6 Survey – Grades Two through Eight

**NOTE:** Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your student's 2006 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California's content standards.

The CSTs were given for the following subject areas at each grade level:

■ Grades two, three, four, six, and seven

- English-language arts
- Mathematics

■ Grade five

- English-language arts
- Mathematics
- Science

■ Grade eight

- English-language arts
- Mathematics
- Science
- History-social science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer. For the CST in English-language arts, students in grades four and seven also were required to write an essay in response to a writing task. Scores on the multiple-choice questions and the essay were combined to determine the overall score for the CST in English-language arts.

An additional component of the STAR Program, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey), was given to students in grades three and seven. The CAT/6 Survey assesses students in reading, language, mathematics, and spelling. Results of the CAT/6 Survey also are included in the STAR Student Report for grades three and seven.

The state target is for all students to perform at the proficient or advanced level on the CSTs. If your student's performance is at the basic, below basic, or far below basic level in one or more subject areas tested, you are encouraged to schedule a meeting with your student's teacher(s) to discuss assistance the school can provide to help your student improve his or her academic progress. Along with the STAR Student Report, you also will find a guide designed to help you understand your student's scores.

It is important to keep in mind that information on the STAR Student Report is one source of information about the progress your student is making in school. Classroom work, grades, and other test results should also be reviewed for a more complete picture of your student's academic progress.

If you have any questions, please contact the school at **[insert contact information]** or talk with your student's teacher(s). You are also invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievements.

Sincerely,

# School District or Site Administrator's Sample Letter for Parents or Guardians

## CSTs – Grades Nine, Ten, and Eleven

**NOTE:** Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your student's 2006 test results for the California Standards Tests (CSTs). These tests are an important part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the CSTs is to determine how well students are achieving California's content standards.

The CSTs were given for the following subject areas at each grade level:

- Grade nine
  - English-language arts
  - Mathematics
  - Science
- Grades ten and eleven
  - English-language arts
  - History-social science
  - Mathematics
  - Science

Students answered the multiple-choice questions on the CSTs by selecting one of four options as the correct answer. Along with the STAR Student Report, you also will find a guide designed to help you understand your student's scores.

The state target is for all students to perform at the proficient or advanced level on the CSTs. If your student's performance is at the basic, below basic, or far below basic level in one or more subject areas tested, you are encouraged to schedule a meeting with your student's teacher(s) or counselor to discuss assistance the school can provide to help your student improve his or her academic progress.



It is important to keep in mind that information on the STAR Student Report is one source of information about the progress your student is making in school. Classroom work, grades, and other test results should also be reviewed for a more complete picture of your student's academic progress.

If you have any questions about your student's report, please contact the school at **[insert contact information]** or talk with your student's teacher(s) or counselor. You are also invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievements.

Sincerely,



# School District or Site Administrator's Sample Letter for Parents or Guardians

## CAPA

**NOTE:** Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed is the STAR Student Report that provides your student's test results for the 2006 California Standardized Testing and Reporting (STAR) Program.

Your student participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The purpose of the tests is to measure your student's understanding of a selected set of California's content standards for English-language arts and mathematics.

The CAPA levels are connected to specific grade levels as follows:

- Level I — grades two through eleven for students with complex, profound disabilities
- Level II — grades two and three
- Level III — grades four and five
- Level IV — grades six through eight
- Level V — grades nine through eleven

Along with the STAR Student Report, you also will find a guide designed to help you understand your student's scores.

If you have any questions about the CAPA or your student's report, please contact the school at **[insert contact information]** or talk with your student's teacher(s). You are also invited to attend a STAR Program information meeting about the CAPA being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievements.

Sincerely,

# School District or Site Administrator's Sample Letter for Parents or Guardians

## Aprenda 3

**NOTE:** Before this letter is distributed, be sure to insert the information required in brackets and in bold.

Dear Parent or Guardian:

Enclosed are your student's 2006 test results for the Aprenda: La prueba de logros en español, tercera edición (Aprenda 3), which was given this past spring as part of the California Standardized Testing and Reporting (STAR) Program. The purpose of the Aprenda 3 is to determine how well your student is achieving academically when tested in his or her home language of Spanish.

The following subject areas are tested by the Aprenda 3 in grades two through eleven:

- Reading
- Mathematics
- Language
- Spelling

The enclosed Aprenda 3 student report provides the test results in Spanish.

Your student also participated in the STAR Program by taking the California Standards Tests (CSTs) and, if he/she was in grade three or seven, the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey). Both of these tests are given in English. The results for these tests are reported in the STAR Student Report that is sent home in a separate mailing.

If you have any questions about your student's Aprenda 3 report or the STAR Student Report, please contact the school at **[insert contact information]** or talk with your student's teacher(s) or counselor. You are also invited to attend a STAR Program information meeting being held **[insert date]** at **[insert time]** in **[insert school location]**. We look forward to talking with you about your student's educational achievement.

Sincerely,

# Explaining 2006 Test Results to Parents and Guardians

## Part Two Information for Parents and Guardians

# Table of Contents

## Part Two

Accessing the STAR Program Web Site: A Guide for Parents and Guardians .. 45

### Sample STAR Student Reports with Parent/Guardian Guides

Sample STAR Student Reports for the CSTs ..... 48

The Guide to Your STAR Student Report ..... 52

Sample STAR Student Report for the CAPA ..... 54

The Guide to Your STAR Student Report (CAPA) ..... 56

Sample Aprenda 3 Student Report ..... 58

The Guide to Your Aprenda 3 Student Report ..... 59



California  
Department  
of  
Education

August 2006

# Accessing the STAR Program Web Site: A Guide for Parents and Guardians

The Standardized Testing and Reporting (STAR) Program provides resources for parents and guardians that are available through the California Department of Education (CDE) Web site. Step-by-step instructions to locate, read, download, or print these resources are provided in this guide.

## Computer Requirements

In order to access the CDE Web site, you need a computer with an Internet connection and a Web browser such as Microsoft Internet Explorer, Safari, Netscape Navigator, or America Online. Many resources are posted on the CDE Web site as Portable Document Format (PDF) files. To open and read PDF files, you also will need Adobe Reader. Adobe Reader can be installed on your computer free of charge by downloading it from <http://www.adobe.com> or from the CDE Web site by clicking on the tab entitled "Download Free Readers." This tab is found in the lower right-hand corner of many pages on the CDE Web site.

## The STAR Program Web Site: A Guide for Parents and Guardians

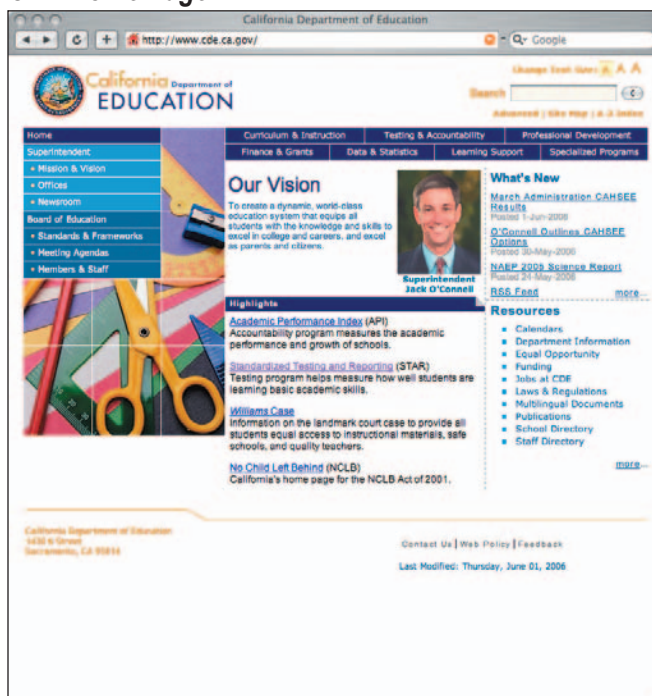
### Step 1: Launch or open your Web browser.

Typically a Web page will appear when you launch your browser. At the top of this Web page and just under the toolbar, you will find a box labeled “Location,” “Go To,” or “Address.” This is where you type in the address of the Web site you want to access.

### Step 2: Go to CDE home page.

Enter the following into the address line of your Web browser: <http://www.cde.ca.gov>

### CDE Home Page



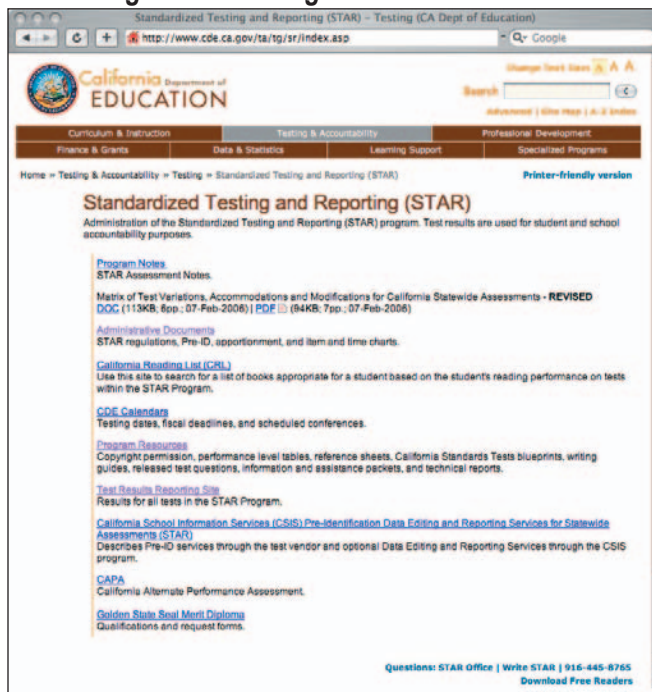
### Step 3: Go to STAR Program home page.

From the CDE home page, click on “Standardized Testing and Reporting (STAR)” located in the middle of the page under “Highlights.”

**Option:** To access information about any state test, click on “Testing & Accountability” in the menu bar along the top of the CDE home page. On the “Testing & Accountability” page, click on “Testing” located on the left side of the page or click on Standardized Testing and Reporting.

Web Address for STAR Program home page:  
<http://www.cde.ca.gov/ta/tg/sr/index.asp>

### STAR Program Home Page





## The STAR Program Web Site: A Guide for Parents and Guardians

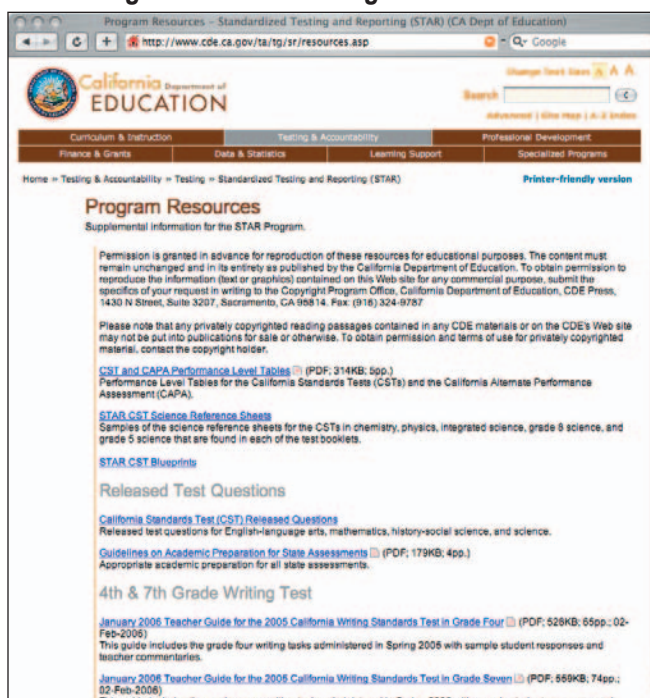
### Step 4: Go to STAR Program Resources.

On the STAR Program home page, scroll down (using the vertical bar to the right of the page) and click on “Program Resources.”

The “Program Resources” page has information for parents and guardians, including sample released test questions for all grade levels and subjects tested by the California Standards Tests (CSTs).

Web Address for STAR Program Resources:  
<http://www.cde.ca.gov/ta/tg/sr/resources.asp>

### STAR Program Resources Page



### Other Tips:

- Blue font is often used to indicate pages and documents that can be viewed, downloaded, or printed. Some of the Web pages also can be printed by clicking on “Printer-friendly version” located in the upper right-hand corner of the page. The printer-friendly version is a version of the screen or Web page that is not cluttered with toolbars and tabs designed for navigation purposes.
- Any of the pages can be accessed by typing the Web address directly into the address line of the Internet browser. This address is also known as a Uniform Resource Locator (URL).
- You will find that some of the PDF files may take up to a few minutes to download to your computer. The speed of this process depends on a number of factors such as the speed of your connection to the Internet and the size of the file you are downloading.
- If you type a Web address or URL incorrectly, you will get an error message. Check to make sure you didn't add in any extra spaces, used forward slashes (/), and spelled the address correctly.

# Sample STAR Student Reports for the CSTs (Grade Three—Front)

## STAR Student Report

USING ASSESSMENT TO HELP STUDENTS LEARN

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards, which describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the California Standards Tests and, if your child is taking a grade 3 or 7 test, scores on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).

Sincerely,



JACK O'CONNELL,  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STUDENT #: 0000 222222  
GRADE: 3

DATE OF BIRTH: 07/16/1997  
TEST DATE: Spring 2006

FOR THE PARENT/GUARDIAN OF:

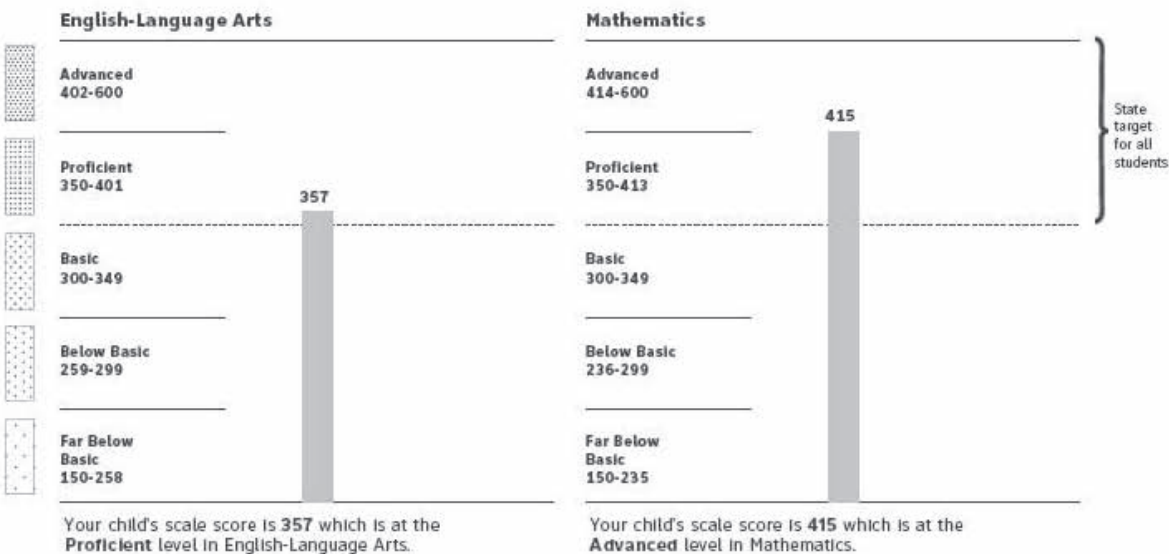
**BIANCA SMITH**  
123 Main Street  
Los Angeles, CA 90210



SCHOOL: **Johnson Elementary**  
DISTRICT: **Langeberg Unified**

## Your child's overall results on the California Standards Tests

Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Reports for the CSTs (Grade Three—Back)

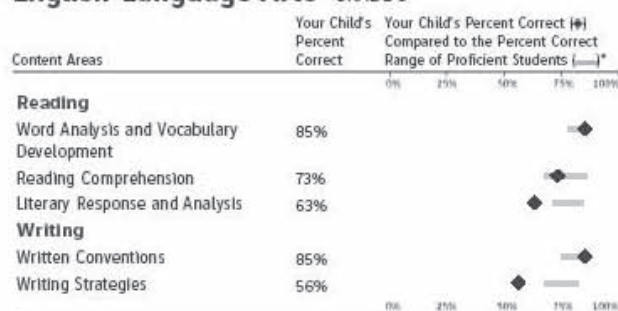
## Your child's strengths and needs based on these tests

**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

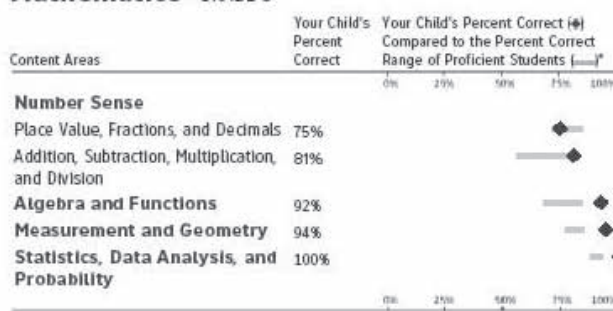
Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

\* In the charts below, your child's percent correct is compared to the percent correct range of students statewide whose performance level was Proficient on the total test. Proficient is the state target for all students.

### English-Language Arts GRADE 3



### Mathematics GRADE 3



### More about the English-Language Arts Standards

**Word Analysis, Fluency, and Systematic Vocabulary Development:** Students understand the basic features of reading. They select letter patterns and know how to translate them into spoken language by using phonics, syllabication, and word parts. They apply this knowledge to achieve fluent oral and silent reading.

**Reading Comprehension:** Students read and understand grade-level-appropriate material. They draw upon a variety of comprehension strategies as needed (e.g., generating and responding to essential questions, making predictions, comparing information from several sources).

**Literary Response and Analysis:** Students read and respond to a wide variety of significant works of children's literature. They distinguish between the structural features of the text and literary terms or elements (e.g., theme, plot, setting, characters).

**Written Conventions:** Students write and speak with a command of standard English conventions appropriate to this grade level.

**Writing Strategies:** Students write clear and coherent sentences and paragraphs that develop a central idea. Their writing shows they consider the audience and purpose. Students progress through the stages of the writing process (e.g., prewriting, drafting, revising, editing successive versions).

### More about the Mathematics Standards

**Number Sense:** Students understand the place value of whole numbers to 10,000. Students calculate and solve problems involving addition, subtraction, multiplication, and division. Students understand the relationship between whole numbers, simple fractions, and decimals.

**Algebra and Functions:** Students select appropriate symbols, operations, and properties to represent, describe, simplify, and solve simple number relationships. Students represent simple functional relationships.

**Measurement and Geometry:** Students choose and use appropriate units and measurement tools to quantify the properties of objects. Students describe and compare the attributes of plane and solid geometric figures and use their understanding to show relationships and solve problems.

**Statistics, Data Analysis, and Probability:** Students conduct simple probability experiments by determining the number of possible outcomes and make simple predictions.

## California Reading List (CRL)

Your child's recommended California Reading List Number is 5.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

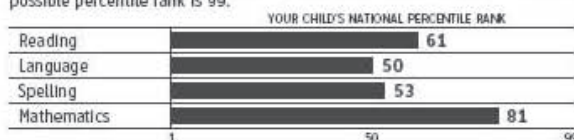
- Visit <http://star.cde.ca.gov> and click on *California Reading List*
- Click *Search for a Reading List* to find books for your child

## More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

## National comparison

As part of the STAR Program, your child took a test called the CAT/6 Survey, which shows how your child performed in basic skills as compared to a sample of students tested throughout the United States. The graphs below use "percentile ranks" to show your child's performance. For example, a percentile rank of 40 in reading means that your child scored as well as or better than 40% of students tested in the sample. The lowest possible percentile rank is 1, while the highest possible percentile rank is 99.



# Sample STAR Student Reports for the CSTs (Grade Ten—Front)

## STAR Student Report

USING ASSESSMENT TO HELP STUDENTS LEARN

Dear Parent/Guardian,

Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's Content Standards, which describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the California Standards Tests and, if your child is taking a grade 3 or 7 test, scores on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).

Sincerely,

JACK O'CONNELL,  
STATE SUPERINTENDENT OF PUBLIC INSTRUCTION

STUDENT #: 0000333333  
GRADE: 10

DATE OF BIRTH: 06 / 11 / 1990  
TEST DATE: Spring 2006

FOR THE PARENT/GUARDIAN OF:

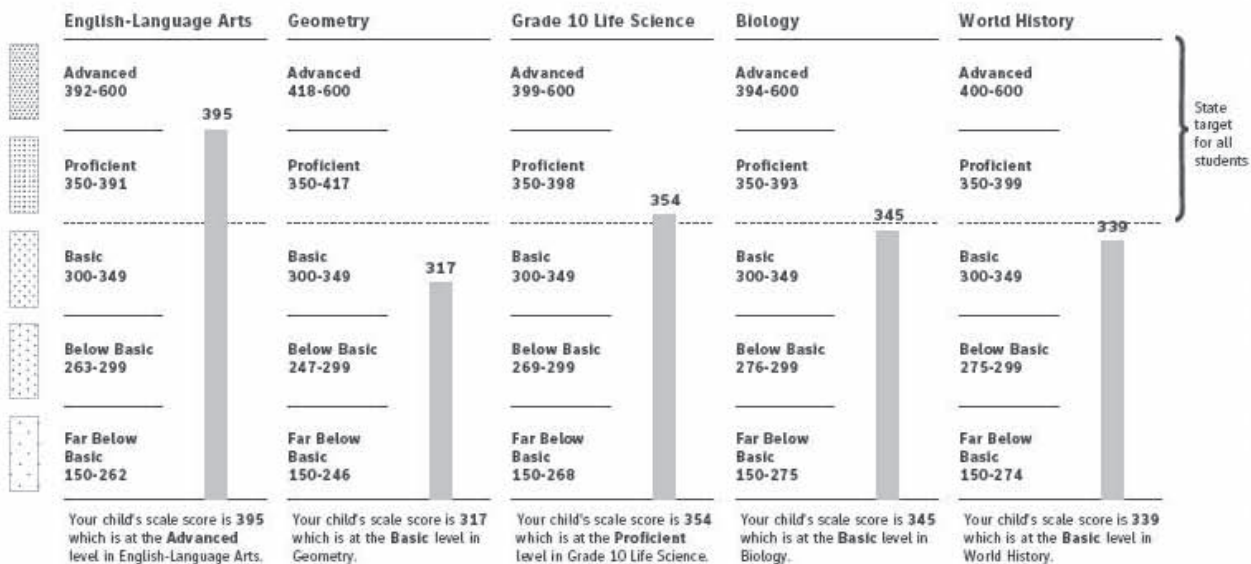
**BIANCA SMITH**  
123 Main Street  
Los Angeles, CA 90210



SCHOOL: **Johnson High School**  
DISTRICT: **Langeberg Unified**

## Your child's overall results on the California Standards Tests

### Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school.

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Reports for the CSTs (Grade Ten—Back)

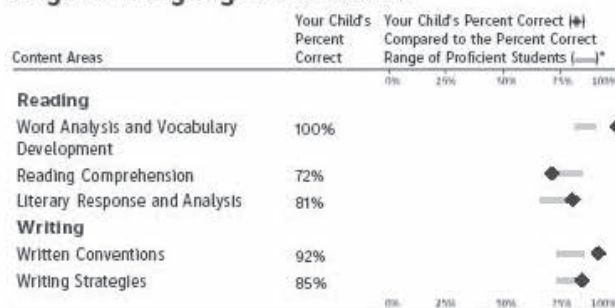
## Your child's strengths and needs based on these tests

**A NOTE ON USING THIS INFORMATION:** A single test can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and your child's progress reports during the year.

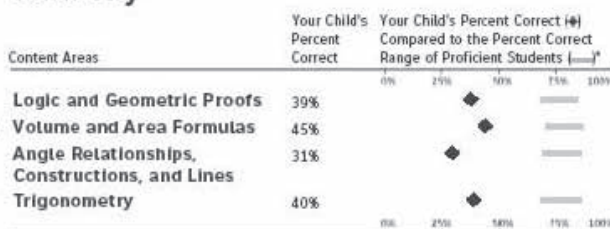
Find released test items at [www.cde.ca.gov/ta/tg/sr/resources.asp](http://www.cde.ca.gov/ta/tg/sr/resources.asp) and a complete copy of the standards at [www.cde.ca.gov/be/st/ss](http://www.cde.ca.gov/be/st/ss).

\* In the charts below, your child's percent correct is compared to the percent correct of students statewide whose performance level was Proficient. Proficient is the state target for all students.

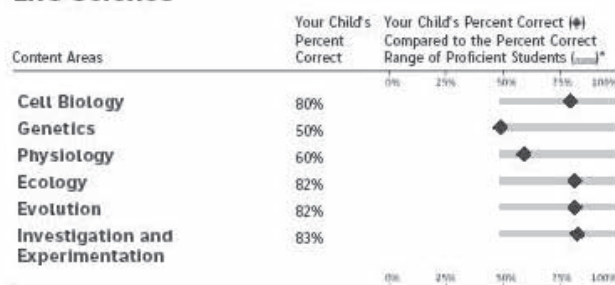
### English-Language Arts GRADE 10



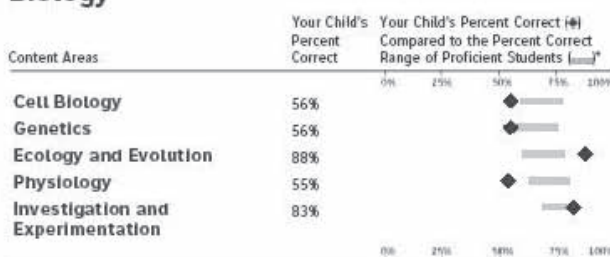
### Geometry



### Life Science



### Biology



## California Reading List (CRL)

Your child's recommended California Reading List Number is 12.

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. While the CRL will provide you with a list of titles, no single score will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest.

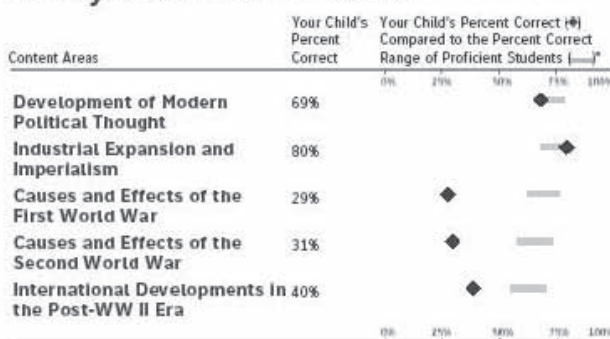
To access the California Reading List:

- Visit <http://star.cde.ca.gov> and click on *California Reading List*
- Click *Search for a Reading List* to find books for your child

## More about the STAR Program

Questions about the STAR Program or your child's test results should first be directed to your child's teacher(s). Additional information may be available through the school principal or counselor. Information about the STAR Program, such as sample test questions and statewide tests, also is available on the CDE Web site at [www.cde.ca.gov/ta/tg/sr](http://www.cde.ca.gov/ta/tg/sr).

### History-Social Science GRADE 10



# The Guide to Your STAR Student Report (Front)

ENGLISH



## THE GUIDE TO YOUR STAR STUDENT REPORT

THE CALIFORNIA DEPARTMENT OF EDUCATION

This guide helps you follow your child's report and the recommendations that are provided. Some sections of your child's report are translated word for word and other sections are translated more generally.

### 1 Introductory Letter

Dear Parent/Guardian,

Each year, California's STAR Program measures your child's progress in meeting California's Content Standards, which describe what all students should know and be able to do at each grade level.

This report shows your child's scores on the California Standards Tests, and if your child is taking a Grade 3 or 7 test, scores on the California Achievement Tests, Sixth Edition Survey (CAT/6 Survey).

### 2 Your child's information

Here you find: your child's student number, date of birth, grade, test date, school, and district. If available, your mailing address also appears.

### 3 Your child's scores and performance levels

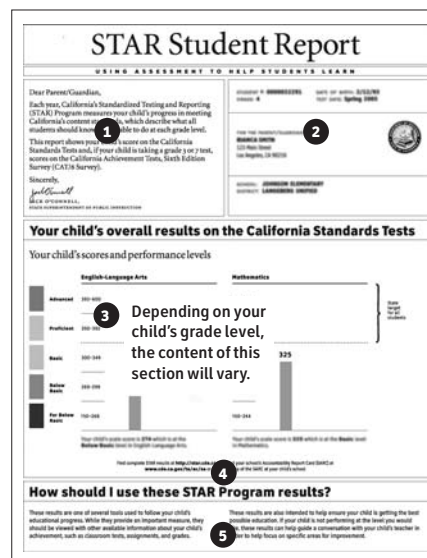
See how your child did on the California Standards Tests by looking at the vertical black bars below each subject heading. The number at the top of each bar is your child's exact score on the test. The colored boxes to the left and the text at the bottom of each black bar provide your child's performance level in each subject. There are five performance levels: Advanced, Proficient, Basic, Below Basic, and Far Below Basic.

English-Language Arts and Mathematics are tested for most students in Grades 2–11. History–Social Science is tested for all students in Grades 8, 10, and 11. Students in Grades 5, 8, and 10 are tested in Science and some high school students take End-of-Course tests. Scores are provided for all of the tests your child took. If your child did not take one or more of these tests or if a score was not to be reported, this is noted.

### 4 You can use these web addresses to find complete STAR results (<http://star.cde.ca.gov>) and your school's Accountability Report Card ([www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa)). You can also request a copy of the School Accountability Report Card (SARC) at your child's school.

### 5 How should I use these STAR Program results?

This section suggests other ways to monitor your child's educational progress, including through classroom tests, assignments, and grades. You can use these sources of information to talk with your child's teacher about specific areas of improvement.



# The Guide to Your STAR Student Report (Back)

## 6 Your child's strengths and needs based on these tests

These charts show how your child did in the different content areas for each test taken. The subject for each test is listed at the top of each chart. Most reports for students in Grades 2–11 include English-Language Arts and Mathematics. Reports for students in Grades 5, 8, and 10 include Science. Reports for students in high school may include End-of-Course test results. Reports for students in Grades 8, 10, and 11 include History–Social Science.

The items on the California Standards Test (CST) are grouped into the content areas on the left of each chart. These content areas are based on the California Content Standards, which describe what your child should know and be able to do at each grade level. (If your child did not take any of the tests expected for his/her grade level or if a score was unavailable to be reported, this is noted.)

The diamonds on the chart show the percentage of questions your child answered correctly for each content area. The bar shows the range of scores for students who scored proficient on the test.

Below the chart is additional information about your child's performance on each test.

## 7 This section contains one of the following:

- More information about the English-Language Arts Standards and the Mathematics Standards (Grades 2–4, 6 and 7).
- Content area results in Science (Grades 5, 8, and 10), History–Social Science (Grades 8, 10, and 11), and End-of-Course tests.
- Additional resources.

## 8 A note on using this information

A single exam can provide only limited information. A student taking the same test more than once might score higher or lower in each tested area within a small range. You should confirm your child's strengths and needs in these topics by reviewing classroom work, standards-based assessments, and progress reports during the year.

## 9 California Reading List

This recommended reading list number is based on your child's California English-Language Arts Standards Test score. Your child should be able to read titles within the list independently. Of course, no single test will tell you what books your child can or should read—encourage your child to explore other reading list numbers to find books of interest.

To access the California Reading List:

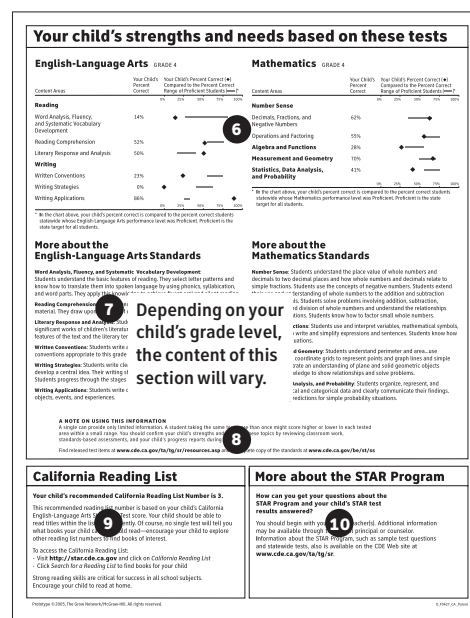
- Visit <http://star.cde.ca.gov> and click on *California Reading List*
- Click *Search for a Reading List* to find books for your child

Strong reading skills are critical for success in all school subjects. Encourage your child to read at home.


## 10 National comparison (for Grades 3 and 7) or More about the STAR Program (for other grades)

If your child is in Grade 3 or Grade 7, this box compares your child's scores on the CAT/6 Survey with the scores of a sample of students in the same grade tested throughout the United States. Your child's score represents the percentage of students in the national sample who scored at the same level or lower than your child (e.g. a score of 50 means that your child scored as well as or better than half of the students in the national sample).

If your child is not in Grade 3 or Grade 7, this section provides information about how you can get answers to your questions about the STAR Program and your child's STAR test results.

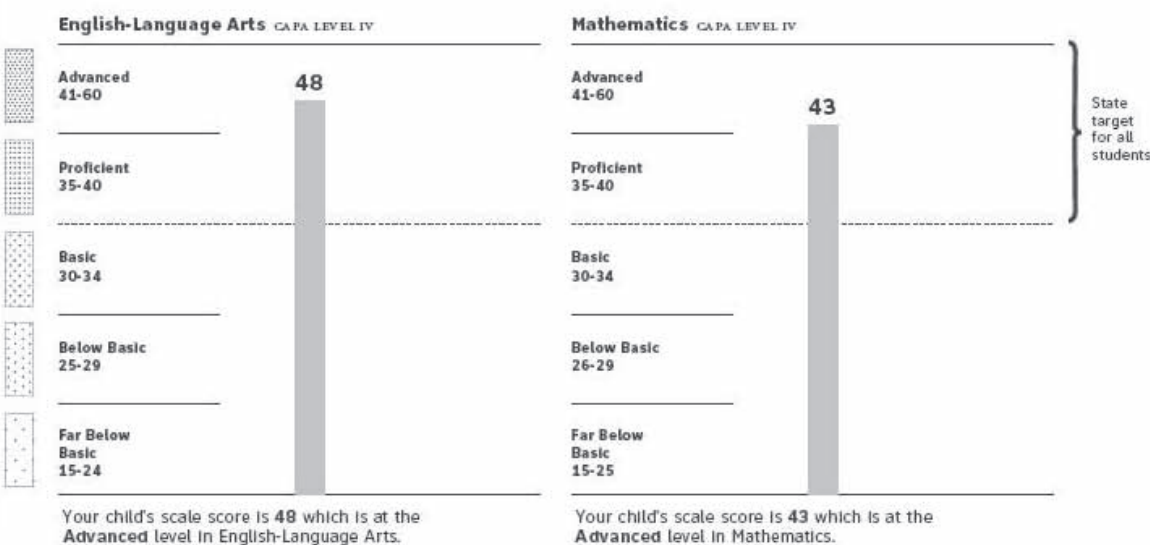


# Sample STAR Student Report for the CAPA (Level IV—Front)

<h2 style="margin: 0;">STAR Student Report</h2> <p style="margin: 0; font-weight: bold; letter-spacing: 0.5em;">U S I N G   A S S E S S M E N T   T O   H E L P   S T U D E N T S   L E A R N</p>							
<p>Dear Parent/Guardian,</p> <p>Each year, California's Standardized Testing and Reporting (STAR) Program measures your child's progress in meeting California's content standards. Your child participated in the STAR Program by taking the California Alternate Performance Assessment (CAPA). The CAPA measures your child's understanding of a subset of the California content standards that reflect important skills.</p> <p>This report offers one source of information about what your child has learned. Your child's Individualized Education Program (IEP) provides a more comprehensive assessment of your child's skills and knowledge.</p> <p>Sincerely,</p>  <p><b>JACK O'CONNELL,</b> STATE SUPERINTENDENT OF PUBLIC INSTRUCTION</p>	<table style="width: 100%; border: none;"> <tr> <td style="border: none;">STUDENT #: <b>000055555</b></td> <td style="border: none;">GRADE: <b>6</b></td> </tr> <tr> <td style="border: none;">DATE OF BIRTH: <b>11/06/1992</b></td> <td style="border: none;">CAPA LEVEL: <b>IV</b></td> </tr> <tr> <td colspan="2" style="border: none;">TEST DATE: <b>Spring 2006</b></td> </tr> </table> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>FOR THE PARENT/GUARDIAN OF:  <b>BIANCA SMITH</b>  <b>123 Main Street</b>  <b>Los Angeles, CA 90210</b></p> </div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <p>SCHOOL: <b>Johnson Elementary</b>  DISTRICT: <b>Langeberg Unified</b></p> </div>	STUDENT #: <b>000055555</b>	GRADE: <b>6</b>	DATE OF BIRTH: <b>11/06/1992</b>	CAPA LEVEL: <b>IV</b>	TEST DATE: <b>Spring 2006</b>	
STUDENT #: <b>000055555</b>	GRADE: <b>6</b>						
DATE OF BIRTH: <b>11/06/1992</b>	CAPA LEVEL: <b>IV</b>						
TEST DATE: <b>Spring 2006</b>							

## Your child's results on the CAPA

### Your child's scores and performance levels



Find complete STAR results at <http://star.cde.ca.gov> and your school's Accountability Report Card (SARC) at [www.cde.ca.gov/ta/ac/sa](http://www.cde.ca.gov/ta/ac/sa) or ask for a copy of the SARC at your child's school

## How should I use these STAR Program results?

These results are one of several tools used to follow your child's educational progress. While they provide an important measure, they should be viewed with other available information about your child's achievement, such as classroom tests, assignments, and grades.

These results are also intended to help ensure your child is getting the best possible education. If your child is not performing at the level you would like, these results can help guide a conversation with your child's teacher in order to help focus on specific areas for improvement.



# Sample STAR Student Report for the CAPA (Level IV—Back)

## More about your child's test results

### More about CAPA levels

CAPA LEVEL	GRADE
I	2-11†
II	2-3
III	4-5
IV	6-8
V	9-11

† Level I is for profoundly disabled students and includes students in grades 2-11.

The CAPA is organized into five assessment levels, as shown in the adjacent table. Most students eligible for CAPA take the assessment level that corresponds with their current school grade. The assigned level is not related to individual ability in a particular content area. English-Language Arts and Mathematics are always given at the same assessment level.

For more information about the CAPA Program, ask your school or go to [www.cde.ca.gov/sp/se/sr/capa.asp#capa6](http://www.cde.ca.gov/sp/se/sr/capa.asp#capa6).

### More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance levels for CAPA Level IV. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

#### Advanced (Scale Scores 41-60)

Level IV students performing at the *Advanced* level should be able to obtain basic information from media sources typically used in the community. They can follow a schedule or recipe with at least four steps. They are able to communicate at least three pieces of personal identification data to others. They can relay a message or describe an event in the correct sequence. The student is able to communicate basic information using printed words or symbols.

#### Proficient (Scale Scores 35-40)

Level IV students performing at the *Proficient* level should be able to respond to information from print or non-print media. They should be able to show where to find information in a media source. They can follow a schedule or recipe with at least three steps. They are able to communicate at least two pieces of personal identification data to others. They can read functional signs or symbols typically found on a school campus and in the community. They can produce simple words or symbols to communicate ideas.

#### Basic (Scale Scores 30-34)

Level IV students performing at the *Basic* level should be able to identify their own name and recognize at least 10 printed words or functional signs or symbols. They are able to follow a schedule with at least two steps. They are able to respond to questions about personal experiences. They can communicate information in a sequence of what comes first, then next.

#### Below Basic (Scale Scores 25-29)

Level IV students performing at the *Below Basic* level should be able to identify functional signs and symbols. They can read a vocabulary of two or three printed words, function signs, or object/symbols. They can identify their names. They may communicate in short phrases.

#### Far Below Basic (Scale Scores 15-24)

Level IV students performing at the *Far Below Basic* level demonstrate awareness that print or symbols convey meaning. They make preference choices when asked to choose between two options. They communicate in single words and occasionally use a phrase.

### More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance levels for CAPA Level IV. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how he or she scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

#### Advanced (Scale Scores 41-60)

Level IV students performing at the *Advanced* level should be able to sequence numbers to 100. They are able to give a correct dollar amount when making a purchase. They can sort objects into groups and indicate a reason why an object does not belong to a particular group. They can perform basic problem solving requiring addition and/or subtraction for practical use. They can indicate the current time and date.

#### Proficient (Scale Scores 35-40)

Level IV students performing at the *Proficient* level should be able to sequence numbers to 30. They are able to give the correct coins for such tasks as making a vending machine purchase. They can locate a particular date on a calendar and indicate the day of the week. They can sort objects by category. They can do basic problem solving requiring addition and/or subtraction with numbers up to 10. They can tell time to the hour and half-hour.

#### Basic (Scale Scores 30-34)

Level IV students performing at the *Basic* level should be able to sort by ones and tens and sequence numbers to 20. They can match activities to the time of day (morning, noon, night). They are able to demonstrate an understanding of time as it relates to the days of the week, including concepts of yesterday, today, and tomorrow. They can extend a simple pattern.

#### Below Basic (Scale Scores 26-29)

Level IV students performing at the *Below Basic* level should be able to identify more or less of a quantity, indicate one or two more, and sequence numbers up to 10. They can sort objects by a single attribute. They can identify tools (calendars and clocks) that measure time. They can copy a simple pattern.

#### Far Below Basic (Scale Scores 15-25)

Level IV students performing at the *Far Below Basic* level should be able to identify more of a quantity, indicate one more, and sequence numbers up to 5. They can match objects by a single attribute. They can identify some tools that measure time but do not generalize to non-familiar tools.





# The Guide to Your STAR Student Report (CAPA—Back)

## 6 More about CAPA levels

This section provides more information about your child's test results by explaining the CAPA levels. The table on the left shows that CAPA is organized into five assessment levels. Most students eligible for CAPA take the assessment level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level I assessment. The assigned level is not related to individual ability in a particular content area. English-Language Arts and Mathematics are always given at the same assessment level.

The website in this box ([www.cde.ca.gov/sp/se/sr/capa.asp](http://www.cde.ca.gov/sp/se/sr/capa.asp)) provides more information about the CAPA program.

## 7 More about the performance standards

This box provides descriptions of the five performance levels for the English-Language Arts CAPA Level your child took (in the box to the left) and Mathematics (in the box to the right). While your child may be able to complete tasks described in each paragraph, the performance level is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

### More about CAPA levels

Level	Grade
I	2-15
II	2-5
III	6-8
IV	9-12
V	13-15

The CAPA is organized into five assessment levels, as shown in the table above. Your student will take the assessment level that corresponds with their current school grade, but some students with complex and profound disabilities take the Level I assessment. This year, your child's ELP team has decided that your child should take the Level I assessment.

For more information about the CAPA Program, visit your school or go to <http://www.cde.ca.gov/sp/se/sr/capa.asp>

### More about the performance levels in English-Language Arts

The following paragraphs describe the five English-Language Arts performance standards for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

**Level I** Students performing at this level should demonstrate beginning knowledge that gives a concrete meaning. They consistently communicate basic needs such as hunger, time, and physical discomfort through that primary mode of communication. They are able to identify help when needed.

**Level II** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

**Level III** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

**Level IV** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

**Level V** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

### More about the performance levels in Mathematics

The following paragraphs describe the five Mathematics performance standards for CAPA Level I. While your child may be able to complete tasks described in each paragraph below, your child's performance level is based on how your child scored on this particular test. Talk to your child's teacher for a more complete understanding of your child's progress.

**Level I** Students performing at this level should demonstrate beginning knowledge that gives a concrete meaning. They consistently communicate basic needs such as hunger, time, and physical discomfort through that primary mode of communication. They are able to identify help when needed.

**Level II** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

**Level III** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

**Level IV** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

**Level V** Students performing at this level should consistently demonstrate basic needs such as hunger, time, and physical discomfort and respond through that primary mode of communication. They are able to identify help when needed.

## Sample Aprenda 3 Student Report

**Student Report**  
**SANDRA C MARTINEZ**

**California Department of Education**

**Reference Comparison**

TEACHER: SMITH - 00000000000  
SCHOOL: LAKESIDE ELEMENTARY - 00000000000  
DISTRICT: NEWTOWN - 00000000000

AGE: XX Yrs XX Mos  
STUDENT NO.: 0000000000000

GRADE: 04  
TEST DATE: XX/XX

**Subtests and Totals**

	Number Possible	Number Correct	Scaled Score	Reference PR-S	Reference NCE	Reference Grade Percentile Bands
Total Lectura	XXX	XXX	XXX	XX-X	XX.X	
Vocabulario	XXX	XXX	XXX	XX-X	XX.X	
Comprensión de Lectura	XXX	XXX	XXX	XX-X	XX.X	
Total Matemáticas	XXX	XXX	XXX	XX-X	XX.X	
Matemáticas: Resolución de Problemas	XXX	XXX	XXX	XX-X	XX.X	
Matemáticas: Procedimientos	XXX	XXX	XXX	XX-X	XX.X	
Lenguaje	XXX	XXX	XXX	XX-X	XX.X	
Mecánica del Lenguaje	XXX	XXX	XXX	XX-X	XX.X	
Expresión del Lenguaje	XXX	XXX	XXX	XX-X	XX.X	
Ortografía	XXX	XXX	XXX	XX-X	XX.X	

**About This Student's Performance:**

Sandra recently took *Aprenda®: La prueba de logros en español, Tercera edición* (Aprenda 3). This test is one measure of this student's achievement. This report compares this student's performance to students in the same grade. Percentile Bands show ranges within which this student's true scores likely fall. For example, a student whose Percentile Band spans the 70th percentile performed as well as or better than 70% of students in that subject.

The narratives below describe what each subtest measures and this student's performance in that subject area. Also included are some suggested activities designed to engage this student as you work together toward continued academic development.

**TOTAL LECTURA** The Reading subtests measure reading skills such as relating word sounds and spellings, determining word meanings and synonyms, as well as the understanding, interpretation, and analysis of literary, informational, and functional reading selections. Sandra's score is in the Average range for the grade. Help your student find reading material in an area of interest, such as a sport or hobby magazine. Motivate your student to read every day. Talk to your student about what you like to read.

**TOTAL MATEMÁTICAS** The Mathematics subtests measure problem solving skills involving number sense, operations, patterns and algebra, data and probability, geometry, and measurement concepts. Also measured is the student's fluency with arithmetic operations involving whole numbers, decimals, and fractions. Sandra's score is in the Average range for the grade. Encourage estimation skills by having your student use mental math to track total expenditures on shopping trips. Discuss the meaning of information presented in graphs or charts in newspapers and magazines. Take advantage of home improvement projects to explore measurement concepts like length and area.

**LENGUAJE** The Language subtest measures the student's application of the language principles that form effective writing including capitalization, punctuation, word usage, sentence structure, organization, composing, and editing. Sandra's score is in the Average range for the grade. Help your student find a pen pal living in a distant place and encourage frequent letter writing. The pen pal could be a relative in another city or state. Talk about family experiences, community events, and school activities that could be related in the letters and messages.

**ORTOGRAFÍA** The Spelling subtest measures the student's ability to recognize the correct spelling of words, as well as the application of phonetic and structural principles to the identification of correctly spelled words. Sandra's score is in the Average range for the grade. Help your student create a weekly comic strip using as many of his or her spelling words as possible in the characters' conversations. Display your student's work.

**APRENDAS 3 LEVEL/FORM: INTERMEDIO 1/A**  
2004 NORMS: Spring Reference

SCORES BASED ON NORMATIVE DATA COPYRIGHT © 2005 BY HARCOURT ASSESSMENT, INC. ALL RIGHTS RESERVED.

COPY 01  
PROCESS NO. 60000000-0000-05040-6

# The Guide to Your Aprenda 3 Student Report

Subtests and Totals
Total Lectura
Vocabulario
Comprensión de Lectura
Total Matemáticas

Number Possible
XXX
XXX

Number Correct
XXX
XXX

Scaled Score
XXX
XXX

Reference PR-S
XX-X
XX-X

The Student Report for the Aprenda: La prueba de logros en español (Aprenda 3) provides your student's test results for each subject area tested. This guide can be used to help you better understand this report.

## Subtests and Totals

The four subject areas tested on the Aprenda 3 are reading, mathematics, language, and spelling. Reading, mathematics, and language also include the subtests shown on this report. The subtest scores are added together to determine the total score for each subject area of the Aprenda 3. Descriptions of the content and skills for each subject area and subtest are provided at the bottom of the Aprenda 3 Student Report.

## Number Possible

This is the number of questions on the test.

## Number Correct

This is the total number of questions your student answered correctly for each subject area or subtest.

## Scaled Score

Scaled scores for any subject area or subtest on the Aprenda 3 may range from 350 to 850. The Aprenda 3 scaled scores are a single scale across all grade levels for each test and subtest. They can be used to compare your student's achievement in each subject area across years. It is important to note that the scaled scores for the Aprenda 3 were independently established only for this test; therefore, the scaled scores on this student report cannot be compared to the scale scores of the California Standards Tests (CSTs), which are reported on the STAR Student Report.

## Reference PR-S

Your student's performance also is reported as a reference group percentile rank (PR) and stanine (S). The reference group PR compares your student's results with a nationwide sample of scores of other Spanish-speaking

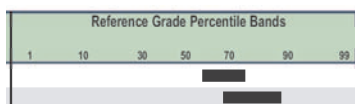
students at the same grade level. The PR ranges from 1 to 99. A PR of 50 means that a student scored as well as or better than 50 percent of the students in the nationwide sample. Stanines range from 1 to 9, in which 1 is low, 9 is high, and 4 to 6 is average.

You can use stanines to compare your student's performance on the different subject areas and subtests. For example, a stanine of 7 in reading and a 4 in spelling indicates stronger performance in reading.

Reference NCE
XX.X
XX.X

### Reference NCE

The Reference Normal-Curve Equivalent (NCE) is a score that ranges from 1 to 99 with 50 as average. This score is used when scores are averaged for a group of students.



### Reference Grade Percentile Bands

Bars are used to show the possible range of your student's achievement. If your student took the test again, his/her score would most likely fall within the range of scores included in each bar.

### Additional Information

In addition to descriptions of each subject area or subtest, the bottom of your student's report also contains general suggestions for helping your student improve his or her achievement in a particular subject area. Ask your student's teacher(s) for more specific suggestions to use in helping your student improve.

It is also important to keep in mind that any single test provides limited information about your student's academic achievement. Classroom grades, work, and other test results should also be reviewed for a more complete picture of your student's academic standing or progress.